***Peer Coaching Program Assessment***

**There are two components that make up this program. Participants must complete both components to become a certified peer coach. Assessment is open and supportive.**

**Component 1: Peer coaching face to face intensive**

This is delivered as three 1 day workshops in Terms 1 and 2. The assessment schedule for this component is attached.

**Component 2: Peer coaching practicum**

This will be completed by peer coaches when they return to their school. The peer coach will be required to negotiate a pilot program with their principal and preferably two participating teachers. The program should involve completing a number of coaching cycles over semester 2.

Peer Coaches will need to provide the following evidence that you have implemented peer coaching:

1. A **coaching log** signed by a principal (or delegate) and participating teacher/s.
2. A **brief coaching report** from one teacher.
3. A **record of a lesson improvement process** including notes re observation and feedback.
4. A **coaching chronicle or narrative** description of what you actually achieved.
5. A peer coaching **implementation plan for 2012.**

**Component 1: Peer coaching face to face intensive**

**A: Professional reading:** Participants will complete supplied readings prior to the first workshop.

**B: Portfolio/OneNote:** A OneNote notebook can be used as your personal portfolio or personal coaching toolkit. This can contain all the reflections, tips, tools, strategies, contacts, links, resources that you may find useful. You may constantly add to it over the workshops. You may also share ideas with each other.

**C: Norms:** The group will be asked to contribute to setting norms. This will be completed as a group activity.

**D: Coach Roles:** The individuals and group will be asked to contribute to identifying coach roles after watching a video and reflecting on the readings.

**E: Attributes:** The group will be asked to contribute to identifying coach attributes.

**F: Coaching skills:** The role plays using the cue cards and scaffolds are included because of the need to give extensive practice in coaching skills. Participants will swap roles so that everyone gets a chance to act as coach and coachee. The key skills in this area include:

* Active listening
* Paraphrasing
* Positive non-verbal messages
* Clarifying questions
* Probing questions to encourage new thinking
* Identifying choices
* Making choices
* Giving and receiving feedback

To be assessed as competent in this area participants will need to demonstrate that they can identify and use the cue card, checklist and skills listed above.

**G: Lesson improvement process:** All participants must participate in the lesson improvement process over day 2. Record this here

**H: Coaching plan:** All participants will leave with a plan that they will use to begin their coaching in school.

**I: Participation:** All participants are to actively participate in all workshop activities.

**All assessments will be completed during the course of the 3 day face to face workshops.**

**Peer Coach Assessment**

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| **Component Name** | **A:Reading** | **B:Portfolio/ OneNote** | **C:Group norms** | **D:Coach roles** | **E:Attributes** | **F:Coaching skills** | **G:Lesson improvement** | **H:Coaching plan** |
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